DOCUMENT RESUME

ED 092 825 CG 008 964

AUTHOR Boyd, John D.; And Others
TITLE A Psychobehavioral Approach to Counseling Supervision.
PUB DATE 74
NOTE 35p.; Presented at the Annual Convention of the American Personnel and Guidance Association (New Orleans, Louisiana, April 1974)

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Behavior Change; *Counseling Effectiveness; *Counselor Training; Psychoeducational Processes; Speeches; *Supervision; *Therapeutic Environment; Therapy; Trainees

ABSTRACT

This paper discusses the psychobehavioral approach to counseling supervision the goals of which involve learning to be therapeutic as well as helping the trainee to become therapeutic. A discussion of the various phases of the supervisory process is presented including the trust phase, work phase, and termination phase. A brief discussion of methodology describes several types of tools used to achieve a therapeutic situation: communication skills, interpersonal process recall, speaking skills, and the technique of therapeutic anxiety. A behavioral model of counseling supervision is discussed in conjunction with different supervisory approaches which may be included in a behavioral model. (Author/EK)

ED 092825

A PSYCHOBEHAVIORAL APPROACH TO COUNSELING SUPERVISION

John D. Boyd
James Nutter and Stephen Overcash
University of Virginia
School of Education
Counselor Education Department

BEST COPY AVAILABLE

American Personnel and Guidance Association
New Orleans, Louisiana
April 9, 1974

The psychobehavioral approach to counseling and psychotherapy (Woody, 1971) represents a conceptual rationale and technical frame of reference for the integration of methodology from the two broad dichotomies (London, 1964) of insight counseling and action-oriented or behavioral counseling. Insightists typically focus on helping their clients attain self-understanding or insight into their motives for behavior, while behavioral counselors focus directly on the client's maladaptive behavior and attempt to alter it toward more adaptive modes via the judicious use of psychological learning theory. The psychobehavioral stance posits that these two approaches have the potential for a reciprocally beneficial integration, and that the psychobehavioral counselor should practice a "technical eclecticism."

Counseling supervision seems to be another field where the psychobehavioral approach can be implemented efficaciously. The goals and methodology of supervision and counseling are quite similar, with the two major supervision approaches (i.e. psychotherapeutic/experiential and behavioral/didactic) being a corollary to the action-insight dichotomy of counseling. A psychobehavioral approach to supervision would thus integratively employ the methodology of both the psychotherapeutic and behavioral approaches.

CG 008 964

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THERAPEUTIC MODEL OF SUPERVISION

STEPHEN OVERCASH

I. THEORETICAL BASIS

Supervision, like therapy, progresses through a developmental framework as one's objectives are met and one's needs are satisfied. Each of the phases of growth have different needs and competencies to learn. Irrespective of a supervisor's or trainee's theroretical framework, it is important that he be aware of developments in the dynamics of the supervisory relationship so that he can use it to maximise his effectiveness to make this learning experience for the trainee the best it can possibly be. As Mueller and Kell(1973) state:

> So long as the supervisor and trainer focus their attention solely on the client's behavior and assume that managing that sourse of anxiety is a sufficient goal of supervision, the process of supervision will remain didactic at best.

Thus the point of view of the Therapeutic Supervisor is to emphasize the process of supervision as well as the product.

Altucher(1966) states that a therapeutically based supervisor:

> assumes that the trainee is interested in improving his skills and capable of doing so. The difficulties the trainee encounters is usually due to lack of experience. Persistant difficulties are apt to arise from the characteristic ways he meets situations. These may interfere wity his learning from the counceling as well as from the supervision he receives. The goal of supervision is to help

> the trainee remain open to his own experiences. Only by being constantly aware of this goal can the supervisor avoid establishing a Master-apprentice relationship... with the supervisee.

Altucher's point here is that there are two main assumptions in therapeutic supervision. The first is that learning to be a counselor is both an emotional experience as well as an intellectual one. The emotional one is the most crucial. The other assumption is that people (and thus trainees) have characteristic styles of interacting with others; and that looking at these, discriminating differences, and changing this style of interaction is a major, if not an emotionally draining, learning experience.

The general goal then, of Therapeutic Supervisors is a complex, two-fold one. It involves learning to be therapeutic and also assisting the trainee to be therapeutic (Patterson,1964) Supervision is a learning situation in a therapeutic atmosphere. There are many different areas of learning and many different ways to facilitate it. The Therapeutic Supervisor recognizes that trainees go through stages of growth in learning to be therapeutic and they try to facilitate this growth.

II. THE SUPERVISORY PROCESS

The first phase of supervision is the Trust Phase. There are three sourses of conflict that the supervisor and the trainee must be aware of in order to see their interaction in a comprehensive manner. They are: the client's interaction and anxiety in dealing with others; the client's and the trainee's interaction and anxiety with each other; and the trainee's and the supervisor's interaction and anxiety with each other. As a result the therapeutically oriented supervisor tries to be much more comprehensive than just involving himself in a one way didactic process to help a trainee learn therapeutic and communication skills. Because such a supervisor believes that one cannot teach communication skills, therapeutic skills, and especially intraceptice skills unless the trainee wants to grow, is ready to change, and has the ability to change; he spends his first phase of supervision trying to develop trust and rapport with the trainee. Learning about onesself can make the trainee anxious, and so many trainees are hesitant to change. By spending time developing trust and confidence in therapeutic change, the supervisor is actually freeing up the trainee so he can be open, even anxious in the presence of the supervisor, and that is a major precusor to therapeutic change.

The supervisor determines the trainee's readiness and ability to change aby assessing the quality of his interaction with him and the trainee's clients. By being sensitive to the normal sequential growth of a trainee and assessing the level that the trainee is in, he may be better able to construct the type of experiences that would be the most helpful to the trainee at that time.

In addition, the supervisor tries hard to model the type of counselor he teadhes, one who is interested in the process of learning as well as the finished product. He is thus very much aware of his own feelings and fantasies as he relates to his trainee. Futher, the supervisor shares these feelings and fantasies with his trainee when he thinks it would be helpful to do so. The supervisor then is also open to experience and change and subsequent growth. When the trainee becomes aware of this and the fact that it is okay(and even helpful to him) to be anxious in the presence of his supervisor, he may be more willing to look at his relationship with his clients in a similar manner. There is thus a transfer of learning occuring from supervisor to trainee to the client.

Ther supervisor uses his process of interaction with the trainee to help not only the trainee, but also the client himself. He is concerned then with his impact on all three areas of interaction and change- not just the growth and development of his trainee.

The second phase of supervison is the Work Phase. Mueller and Kell(]973) have a general model concerning how to approach the supervision work phase. It is a sort of guidance to awareness model. The trainee must see how he reacts to clients with his own anxiety that hurts or inhibits his relationship with them. This is done by doing three things in sequence. The supervisor first helps the trainee experience the anxiety again and assess it more realistically. Then they both try to track done the sequense of events that made him experience the anxiety. Finally, the supervisor helps his trainee to intraceptively examine why he gets anxious in that situation.

The third phase of supervision is the Termination Phase. This is when the trainee gradually becomes independant of the supervisor and either terminates or uses the supervisor as a colleague sounding board. This way he becomes a peer counselor and has someone to help himsort out the best possible strategies to use with his clients.

III. METHODOLOGY

Communication Skills-counselor experiencing. One of the most basic skills that a good counselor must have is good communication skill. He must be able to listen accurately and effectively, and be able to pick up verbal aswell as nonverbal cues of the client's communication. He must also be able to speak effectively. This involves communicating

his thoughts in an accurate manner, being congruent verbally and nonverbally so that the client does not get a mixed or conflicted message from him.

Within the developmental framework, this is done through counselor experiencing. That is, one looks at and learns to discriminate different messages that are communicated by the client. This is not the only type of experiencing however. The counselor is also taught to looks at his own feelings that are occuring at the same time he is listening to the client. This may give him a better handle on what the client is trying to communicate; and this may also give him some insight into how others react toward the client. Finally,this may also become an intrapersonal exploration to find out how he himself reacts to others. This, of course, is all done while being supervised. The therapeutic supervisor uses two major techniques to help his trainee proceed with his intrapersonal exploration: Interpersonal ProcessRecall (IPR) and the counselor internal-external experiencing.

Interpersonal Process Recall. In IPR the interviews with the client are video-taped and then played back once for the client and the supervisor, once for the trainee and the supervisor, and once for all three of them is necessary. The supervisor asks the client and the counselor what they were feeling or thinking at specific points in the interview to

see if they were on the right track, but mostly to see if these individuals were picking up the others' cues correctly. Thus by having the client explore further through explaining what he meant during segments of the interview, the trainee may be able to pick up better cues in interpreting this client's communication, and the client may also learn to communicate better and understand himself and others reactions to himself better. This technique has a powerful therapeutic value when this occurs. Finally it helps the client and the trainee to become more explicit and congruent in their interaction by giving them accurate feedback concerning how others see and react to them as a result of their own style of communication.

Intrapersonal Communication-use of external cues or Anxiety. Lister(1966) focuses on the area of communication within the counselor- intrapersonal counselor communication. He outlines ways to help the trainee detect and modify immediate, subtle, moment by moment nuances of feeling within the trainee that disrupts his communication with his client. Lister feels that these feelings(usually anxiety) have internal and externalcomcom itants. He proposes that the supervisor, when appropriate, use external signs of anxiety (easily detectable on an audio tape) as a cue to talk about the counselors internal state, much as in IPR. Then the trainee

should go through a structured situation where he experiences the feelings directly and becomes aware of it before he can sort the feelings out and modify them.

Speaking skills-use of modeling. Speaking skills can also be picked up effectively through the use of modeling the supervisor. Most writers agree that the trainees, if they identify with the supervisor at all, soon pick up many appropriate mannerisms and techniques of the supervisor. This can be maximized by having the supervisor continue to ask for and give appropriate feedback so that the trainee (as well as the supervisor) can learn immediately the effectiveness and eficacy of his communication.

A supervisor helps the trainee by recognizing when the trainee is undergoing an emotional, anxiety-producing problem by not reducing his anxiety by giving him all the answers, but by allowing him to work the problem through giving him as little guidance as possible, thereby fostering independance from the supervisor and self confidence and good problem solving counseling experience for the trainee. This is called the technique of therapeutic anxiety.

Therapeutic feedback. Finally the supervisor must be aware of how his relationship with the trainee affects the trainee-client relationship and present these perceptions to the trainee when appropriate.

IV. AN EXAMPLE OF TYPOLOGY OF TRAINEES

There is some indication that the trainee, like clients, go through a developmental growth, but there is little research in this area. The only discussion that I have found looks at the needs of beginning counselors.

Generally most people who enter counseling have a need for personal fulfillment- a need to be helpful to people. This need for nurturance is a learned need. (Mueller and Kell, 1973). It comes from the early perception as a child that one's parents are anxious and overburdened. Since this threatens the emotional security of the child because he cannot be cared for as well with this type of parents, he is motivated to nurture his parents so his own security can be restored. Thus in therapy the beginning counselor's motive is not so much to be therapeutic and to promote focused anxiety when appropriate, but to be nurturant and thereby reduce anxiety in the client and also in the counselor himself. It is important then, that the supervisor confront the trainee with this type of insight if and when appropriate (Mueller and Kell, 1973). This type of insight usually comes

up during the first year of supervision if the supervisor himself is able to promote therapeutic focused anxiety during the trainee's intraceptive discussions.

Another need that is common during the beginning phases of supervision is the need for adequacy. This need in the trainee, can have a disabling effect on the client-counselor relationship as well as the counselor-supervisory relationship. The etiology of this need is usually the inexperience of the trainee, the limited caseload he may have, and clients who think that the best defense (of their own resistance to change) is a good offense(i.e.-attacking the adequacy of the counselor).

Growth for the trainee then is dependant on: the supervisor's knowledge of these potential areas of conflict his ability to recognize the dynamics in his trainee, and his timing in breaking up this train of thought that is debilitating to the counselor (usually by recognizing the anxiety and facing it squarely). A few of the other needs that therapeutic supervisors recognize and deal with in their trainees are: autonomy needs, collaboration, self-esteem, and confidence.

Sometimes it is helpful to classify people into categories so that one can get a grasp on the types of problems that one may encounter with them. Trainees, of course,

are all individualistic and must be treated uniquely, but many have similar styles of interaction and/or may react similarity dependant on thier stage in their development as a counselor. Therefore it may be helpful to look at them from this standpoint and react to them accordingly so that one can maximase their growth.(Mueller and Kell,1966). Mueller and Kell(1973) have found three such categories in thier experience. They find it helpful to look at trainees in terms of how they approach anxiety.

The anxiety approacher is the flexible optimist. This individual is open to feelings. He has learned that not letting a feeling happen is disasterious. He is a problem-solver who approachers his anxiety to a problem- beit internal or external- squarely and deals with it as it happens. Such a counselor is of course ideal. He will deal, for example, with feelings he has of rejection without any deleterious effect on the client or their relationship.

The anxiety avoider is the inflexible pessimist. He sees problems as his own and feels that he must be submissive to them. He can say,"I'm anxious" but assumes he can do nothing about it. Such a counselor identifies with the client almost too much and becomes ambivient. Therefore the client and the relationship stagnates or terminates because

the counselor cannot deal with the situation. The supervisors' job here is to recognize this style of interaction point it out when appropriate, and help him deal with it in a therapeutic manner.

The third type of trainee is the anxiety-binder. Such a "counselor" actually prevents change by closing off his feeling experiences. It is an efficient mechanism for him sometimes, but this has a poor effect on his client. Usually this style of interaction has a guilt-making effect on others. He is usually a totally inept listener. He uses a verbal control technique to avoid anxiety producing experiences. Such a style of approaching anxiety keeps the trainee from learning to be therapeutic, identifying with others, etc. Such a trainee should undergo therapy himself to learn better skills in dealing with anxiety before he continues his training.

V. SUMMARY

The therapeutic supervisor is most interested in process, not the product, of a therapeutic relationship. He realizes that the product will be more stable if the process of learning is more therapeutic. He focuses on the

triad of interactions: client with others, client with the trainee, and the trainee with the supervisor. He attempts to tease out the meanings and the dynamics of these relationships, and he tries to give appropriate feedback to his trainee so that all concerned can learn how to become more therapeutic.

The therapeutic supervisor then is very much interested in producing a counselor with excellent counseling skills; but he recognizes that inorder to do so, he must force his attention mainly on the process by which his trainees learn so that the learning will be most effective and long lasting.

Theoretical Basis

Many counselor educators conceptualize counselor preparation as training that conveys to the neophyte counselor specific skills that he will employ in the counseling process. Central to this bahavioral approach to counselor education is psychological learning theory. If behavior results from, and can be changed by a learning process, counselor behaviors can be improved through the systematic application of the concepts of learning theory.

Among the several counselor educators who apply the behavioral approach to the entire process of counselor education is Carkhuff (1969) who calls for the integration of didactic, experiential, and modeling aspects of learning principles that focus in a systematic way upon the primary, core conditions of counseling. The secondary dimensions which focus upon one or the other of preferred modes of treatment should also be centered around and dependent upon learning principles. Carkhuff (1969) thus sees the primary core conditions as facilitative and action oriented, complimented by the secondary dimensions of counselor training. Truax (1970) also suggests that the dimensions of empathy, warmth, and genuineness lead to facilitation or inducement of a wide variety of socially and individual valued behavioral changes.

If counselor education is to be designed to improve the counselor's ability to aid the client in behavioral change, a competent, qualified counselor must be able to establish and accomplish the goals mutually agreed upon with his clients, (Krumboltz, 1967). Mere regurgitation of theoretical concepts is not necessarily synonomous with practical and successful application of desired counselor skills with a client. Thus, Krumboltz is quite emphatic concerning the counselor educator's responsibility to ensure that the counselor trainees are competent to perform specific facts of learning theory. Successful

REFERENCES

Altucher, N. Constructive use of the supervisory relationship, Journal of Counseling Psychology, 1967, 14, 165-170.

Arbuckle, Donald, S. Supervision: learning, not counseling Journal of Counseling Psychology, 1965, 12, 90-94.

Arbuckle, Donald S. The learning of counseling, process not product, Journal of Counseling Psychology, 1963, 10, 163-168.

Ekstein, Robert. Supervision of psychotherapy: is is teaching? is it administration? or is it therapy?, Psychotherapy: Research, Theory, and Practice, 1964, 1, 137-138.

Ekstein, Robert. & Wallerstein, Robert. The teaching and learning of psychotherapy, New York: Basic Books 1958.

Kell, Bill & Mueller, W.J. Impact and Change, New York: Appleton-Century-Croft, 1966.

Lister, J.L. Counselor experiencing: its implications for supervision. Counselor Education and Supervision, 1966, 5, 55-60.

Moore, M. The client's voice in supervision, Voices: The Art and Science of Psychotherapy, 1969, 5, 76-78.

Mueller, W.J. & Kell, B.L. Coping with Conflict, New York: Appleton-Century-Croft, 1973.

Patterson, C.H. Supervising students in the counseling practicum. Journal of Counseling Psychology, 1964, 11, 47-53.

Rogers, Carl R. Training individuals to engage in the therapeutic process. In C.R. Strother (ed.) Psychology and Mental Health. Washington, D.C., American Psychological Association, 1950, 76-94.

demonstration of strategies employed in behavioral change is certainly more indicative of skill proficiency than a paper and pencil test. Thus the counselor educator is the facilitative agent that aids the counselor to transfer his knowledge into useful skills in the field (Spector, Dustin, and George, 1971). Through the creative application of learning principles, counselors can assist their clients to unlearn undesirable behaviors, both thinking and acting behaviors. Although the context of counselor training programs may vary according to theoretical biases, it is imperative that program material be systematically employed to build upon previously learned skills. Rather than fragmented blocks of intellectual materials that oftentimes are only remotely related to each other, counselor preparation should be organized and planned in logical, sequential steps so that counselor trainees can improve skill performance with each training exposure. It seems fruitless to build on a "shaky" foundation. If a counselor trainee does not have the basic relationship skills, counselor educators are wasting their time, effort, and energy to endeavor to work on more advanced skills.

The Supervisory Process

For those counselor educators who support behavioral change by application of learning theory, counselor supervision becomes a process whereby the supervisor enlists learning principles to assist counselor trainees in acquiring those specified skills proven necessary to aid his subsequent clients in their change. Counselor supervision, in a practicum experience or a work environment, should be structured to achieve improvement of specific skill proficiences. Delaney's (1972) model of practicum supervision is the most specific application of the behavioral approach to counselor supervision. Supervision is of live counselor-client interaction and is conducted on a one-to-one basis between a

qualified, experienced counselor educator and a counselor trainee. Delaney's (1972) model of behavioral supervision can be most easily conceptualized as a series of five stages:

Stage One -- The Initial Session -- The goals of this session are for the supervisor to: (a) create a secure atmosphere in which the counselor can speak freely about himself as a counselor and about the counseling process, and (b) help the counselor learn more about the counseling process and the supervisor's key role in that process.

Stage Two -- The Developement of a Facilitative Relationship -- Its goal is to help the counselor realize that the supervisor is a helper -- not an authority figure who criticizes and threatens. It is characterized by understanding, acceptance, and honesty.

Stage Three -- Goal Identification and Determination of Supervisory Strategies -- Three steps of this stage are (a) the establishment of a behavioral goal for the counselor; (b) the determination of counselor input to the process; and (c) the identification of a strategy for assisting the counselor to arrive at his goal through a process of preparation and commitment.

Stage Four -- Supervisory Strategies -- The approaches taken by the supervisor in helping the counselor learn new behaviors or improve on existing behavior include instruction, modeling, and reinforcement.

Stage Five -- Termination and Follow Up -- When skill proficiency is attained, another goal may be specified and supervision may have a new emphasis. Supervisors follow-up skill attainment by observing the counselor perform in a counseling session.

Methodology

In addition to Delaney's supervisory strategies, there are other strategies that vary according to the needs of the counselor trainees and the preferences of the supervisors. In order to more fully understand the behavioral approach to counselor supervision, it may be profitable to explore some strategy possibilities. The review of supervision strategies may be categorized as those activities where the supervisor takes an active training role, and those where the supervisor is a consultant for the counselor's self improvement.

Supervisor as Active Trainer

Microcounseling- If we are willing to accept the concept that effective counseling is comprised of specific component skills and behaviors, microcounseling has proven to be an especially effective training procedure. Central to this behavioral approach to counselor supervision is the identification of a specific behavior or response of the counselor in training. Microcounseling then becomes a technique of skill or behavior acquisition that is based upon the principles of practicing the skill that we wish to learn. Thus the microcounseling training approach utilizes the experiential aspect of learning theory.

Although variations are possible, the microcounseling methodology according to Ivey (1971) is as follows:

1. A five minute counseling session between counselor trainee and volunteer client is video-taped. The client evaluates the session.
2. The counselor trainee reads a manuel concerning the specific skill to be learned and discusses the manual with his supervisor.
3. The counselor trainee views a model of an expert demonstrating the skill.
4. The initial interview is viewed by the counselor trainee and his supervisor and behaviors are compared with the model's demonstration of the skill.
5. An additional five minute counseling session with the same client is recorded.
6. The counselor trainee is given feedback and evaluation of the final session.

Ivey (1971) stresses that the supervisor must serve as a model for the skills he is teaching and the supervisor must also use relationship skills with his counselor trainee. These two factors give the counselor trainee the feeling that the supervisor is personally involved in the interaction and they aid the supervisor in showing the counselor trainee what he is teaching him. The microcounseling approach to behavioral supervision is applicable to a wide area of

diverse theoretical and practical frameworks. Real clients are used in the training process which bypasses the artificialness of role-play training. However, direct observation by supervisors helps to provide practice for the counselor trainee without endangering or offending clients.

Additional support for the microcounseling model is provided by Bellucci (1972) and Boyd (1973). Boyd found the microcounseling training model to be an effective training technique in teaching a counseling-like verbal response set. Counselor trainees' responses improved in terms of affective, understanding, specific and exploratory dimensions as a result of the microcounseling training model.

Modeling and Reinforcement- Two very important concepts within the learning theory framework are modeling and reinforcement. In order to increase the capability of counselors to effect behavioral change in their clients, the counselors must oftentimes model appropriate behaviors. Counselor supervisors must also be willing and able to model appropriate behaviors for their counselor trainees. Modeling may be direct, with the supervisor performing the desired behavior or indirect, with audio or video tapes. As mentioned earlier, Ivey (1971) incorporates modeling into his microcounseling framework. The important concept is that the supervisor should provide a behavioral model for his counselor trainee to observe. Bellucci (1972) provides support for this imitative learning by modeling. Cueing properties and relevant stimuli are products of modeling that seem to provide a facilitative basis for learning of specific types of behavior.

Reinforcement of appropriate counselor behavior has been stressed so often in counselor education literature that it may be taken for granted in many cases. Verbal praise by the supervisor for the counselor who performs a desired behavior should be well timed and should also be discriminative. If the supervisor doesn't

differentiate between appropriate and inappropriate behaviors of his counselor trainee, then reinforcement will not be productive. It may even be counter-productive, i.e. the supervisor may reinforce inappropriate counselor behaviors.

Rating Instruments in Shaping Exercises- The most fundamental, and according to many counselor educators, the most important components of the counseling process are the helping dimensions provided by helper to helpee. Unless the counselor can provide empathy, be understanding, communicate respect, be genuine, and be congruent, there is no basis for behavioral change. According to Carkhuff (1969) "Without empathy there is no basis for helping." If these dimensions are a critical basis for client's subsequent change, here also seems to be a viable training technique that is available to counselor educators for counselor trainees' behavioral change. Both Carkhuff (1969) and Truax (1970) employ rating instruments in shaping exercises to effect counselor's behavioral change. This approach to counselor training helps the counselor trainee to identify more appropriate responses as well as inappropriate responses. Thus rating instruments provide a model for discriminative learning. Tapes of experienced counselors provide for the counselor trainee models for imitation. Shaping becomes most powerful when the counselor trainee listens to his own tapes; rates his responses; reviews his tapes with a supervisor; and receives discriminative reinforcement for appropriate responses. There are many variations of the use of rating instruments in shaping exercises for counselor supervision.

Additionally, rating instruments can be utilized to provide prompt feedback to the counselor trainee which can also effect shaping of behavior. Neophyte counselors can enter their initial counseling experiences with confidence that they can respond to client's in an appropriate manner. Finally, the use of rating scales can provide a continuous check for supervisors in the field who wish to compare counselors' response repetoire with the necessary core conditions of

counseling. Counselor supervisors, through the use of rating scales, can provide an operational definition for those responses that they wish to effect. Counselors can systematically evaluate their responding behaviors and learn to more clearly convey the necessary core conditions to their clients.

Supervisor as a Consultant

The behavioral model of counselor supervision consists of alternate strategies whereby the supervisor's role is chiefly that of a consultant to his counselor trainees. There are increasingly more counselor educators who believe that counselors can effect their own behavioral change with the aid of a supervisor not necessarily as a trainer, not solely as a teacher, not as a therapist, but primarily as a consultant. This approach to counselor supervision employs several self management methodologies to effect counselor improvement and behavioral change.

Antecedent Strategies-Watson and Tharp (1972) outline very specifically the procedures for self directed behavioral change. Although the authors provide these procedural steps for laymen, counselor supervisors can very easily adopt such a detailed strategy to help effect behavioral change in their counselor trainees.

There are relationships between a person's behavior and his environment that are learned. Regular behavioral patterns are described by laws of learning theory, the cornerstone of the behavioral model of supervision. In self management a counselor trainee, with the help of his supervisor, analyzes these relationships, modifies his environment, and produces new learning. Behavior occurs in a sequence of events: antecendents-- behavior-- consequences. The counselor supervisor, as a consultant, can be a very valuable resource to help

in identification of the antecedents of specific behaviors. Physical circumstances, social settings, behaviors of others, especially clients, and the counselor's own thoughts are examples of possible antecedent stimuli that may effect his behavioral output. There are several strategies to effect these antecedents which oftentimes effect a counselor's behavior. Rearranging antecedents of behavior or controlling identified antecedents may be enough to alter behavior. If hippie clients tend to make a counselor anxious, clients may be screened by an intake service and not referred to this counselor.

If avoiding the antecedents is not practiacl, counselors may build in a desired alternative behavior to perform when the antecedent occurs. Reinforcement, either by self or others, is helpful when building in an alternate behavior. Antecedents can also be effected by breaking up or scrambling a link of antecedents that often lead to an undesired behavior.

Self Regulation- Closely akin to the self directed modification program is the self regulation strategy suggested by Nye(1973). Clients can control and regulate their own behavior. Self regulation promotes client responsibility and indspendence in the counseling process. For the behavioral model of supervision self regulation is also a viable strategy to be employed for counselor trainee's behavioral change.

Self monitoring, the second step in the self regulation strategy, can be considered in itself a self management methodology of behavioral change. Self monitoring often entails counting or charting the frequency or duration of a specified behavior. Behaviors seem to be effected by self monitoring because it interferes with the actual performance of the undesired behavior. Counting or charting can themselves effect behaviors by illustrating progress to a counselor which can become self reinforcing and provide impetus for continued behavioral change. If a counselor can self monitor his cognitive vs. empathic

type responses, he can keep count of changes in a desired direction. He will not only be more aware of his responses but will have the opportunity to reinforce himself for appropriate responses to a client's message.

Self-Reinforcement - In both the self regulation strategy and the self-modification strategy, self-reinforcement by the counselor trainee for appropriate behavior is a very important component. It is no wonder then that self-reinforcement can be utilized as a self management methodology by itself. Self-reinforcement can have far reaching consequences in maintaining or modifying most behaviors in a counselor's repetoire (Kanfer, 1970). Self-reinforcement can be both positive or aversive. To be most effective, counselors must learn to be discriminative, i.e. provide reinforcement for only appropriate behaviors. Reinforcement should be withheld unless the desired behavior has been performed. This direct-learning-paradigm of self-reinforcement makes self-reinforcement contingent on the counselor's judgement that he has performed a specific behavior.

Boyd and LaFleur (1973) also maintain that self-reinforcement is an appropriate strategy of self management of our behaviors. Rewards given as consequences of specified behaviors are used to increase the probability of the behavior to occur again. Obviously the rewards must be valued by the counselor and the counselor should understand the contingency nature of the reward to the behavior performed. In order to decrease the frequency of inappropriate behaviors, either positive self punishment, the removal of the reward, or negative self punishment, the presentation of a punishment, are effective self-reinforcement strategies.

Mahoney (1972) maintains that self-reinforcement strategies have become increasingly popular in academic and applied settings. Many behaviors that

therapists use to directly control or effect clients have now been given back to the client. The client is responsible for change and is himself the agent of change. Self-reinforcement is fully dependent upon either the client or the neophyte counselor assuming the responsibility and implementing a structured program to effect behavioral change.

Self Appraisal and Analysis Activities - In order that a counselor change his behaviors with a client, it seems imperative that the counselor have a clear picture of himself. An additional strategy of self management methodology of behavioral supervision is self analysis. The counselor trainee must be able to critically analyze his counseling skills and behaviors in order to have a clear perspective of what he does in a counseling relationship. A structured self analysis program could aid the counselor trainee in gaining a better understanding of self, how he responds in certain counseling processes, and why his reponses are appropriate or inappropriate. If a clear perception of self is a desired outcome of counselor training, self analysis seems a viable technique (Altekruse and Brown, 1969). The supervisor can provide a consultant service to the counselor trainee by providing feedback and also by allowing the counselor trainee to check his own perspectives of his counseling behaviors with his supervisor's perspectives.

If a counselor trainee has a clear personal view of himself and his world, he might have a better idea of what he might present about himself to his clients at various stages of the counseling process. How we come across to our clients, how they perceive us, certainly effects how they respond during counseling. Counselors provide stimuli for client's responses. Perception is an often quoted word in the counselor's world. If counselor's are to perceive their clients correctly, it is necessary to perceive themselves correctly. Mathewson and Rochlin (1956) suggest that an unstructured self appraisal is important

in order that the counselor understand significant aspects of his behaviors, his perceptions and his orientations. The supervisor, as a consultant can facilitate growth of self awareness. Awareness of how we react with others and why may be a prerequisite to behavioral change, both for clients and neophyte counselors.

A final caution seems to be needed before concluding this section of the paper. Self modification programs are not the panacea for all behavioral change. Both our clients and our counselor trainees may need extensive professional intervention that may extend beyond the suggested consultant model. We, as supervisors, have the responsibility to be aware, to be perceptive of the needs of our counselor trainees.

Example

Depending on the counseling skill to be developed, counselor supervisors oftentimes enlist several of the cited supervisory strategies in various combinations. The ability to structure the counseling process and to specify objectives and goals to be reached could be conveyed to a counselor with a variety of supervisory strategies. A microcounseling methodology could be implemented. Live modeling by the supervisor supplemented with appropriate reinforcement could also be utilized. Rating instruments to evaluate the counselor's responses in conjunction with self monitoring and self reinforcement may also be chosen to effect the specified counseling skills.

Summary

A wide range of supervisory approaches were cited as examples of strategies that may be included in a behavioral model of supervision. Advances in the field of supervision are making it increasingly imperative that the counselor supervisor, both counselor educators and field setting supervisors, keep pace with the new technologies of supervision. Competent utilization of the behavioral approach to counselor supervision requires preparation in its many varied techniques and strategies. If we are to expect counselor trainees to perform specific skills in the counseling process, it is our responsibility to provide an efficient, effective means to convey these skills. Behavioral change can no longer be viewed as a mystical phenomenon. We as supervisors must be prepared to teach the expected skills that lead to behavioral change.

References

Altekruse, M. K. & Brown, D. F. Counseling behavior change through self analysis. Counselor Education and Supervision, 1969, 8, 108-112.

Bellucci, J. E. Microcounseling and imitation learning: A behavioral approach to counselor education. Counselor Education and Supervision, 1972, 11, 162-70.

Boyd, J. D. Microcounseling for a counseling-like verbal response set; Differential effect of two micromodels and two methods of counseling supervision. Journal of Counseling Psychology, 1973, 20, 97-98.

Boyd, J. D. & LaFleur, N. K. Counseling for self-management. Focus on Guidance, in press, 1973.

Carkhuff, R. R. Helping & human relations: Selection and training. New York: Holt, Rinehart, & Winston, 1969.

Delaney, D. J. A behavioral model for the practicum supervision of counselor candidates. Counselor Education and Supervision, 1972, 12, 46-50.

Ivey, A. E. Microcounseling: Innovations in interviewing training. Springfield, Ill.: Charles C. Thomas, 1971.

Kanfer, F. H. Self-regulation: Research, issues, and speculations. In C. Neuringer & J. L. Michael (Eds.), Behavior modification in clinical psychology. New York: Appleton-Century-Crofts, 1971, pp.178-220.

Krumboltz, J. D. Changing the behavior of behavior changers. Counselor Education and Supervision, 1967, 6, 222-229.

Mahoney, M. J. Research issues in self-management. Behavior Therapy, 1972, 3, 45-63.

Mathewson, R. H. & Rochlin, I. Analysis of unstructured self appraisal: A technique in counselor education. Journal of Counseling Psychology, 1956, 3, 32-36.

Nye, L. S. Client as counselor: self-regulation strategies. Personnel and Guidance Journal, 1973, 51, 711-715.

Spector, P., Dustin, R. & George, R. L. Toward developing a behavioral counselor education model. Counselor Education and Supervision, 1971, 10, 242-250.

Truax, C. B. An approach to counselor education. Counselor Education and Supervision, 1970, 10, 4-15.

Watson, D. L. & Tharp, R. C. Self-directed behavior. Monterey, California: Brooks/Cole, 1972.

A PSYCHOBEHAVIORAL APPROACH TO COUNSELING SUPERVISION

The psychobehavioral approach to counseling supervision is personalistic, and a standard set of "how-to-do-it" steps would be antithetical. But there is value in articulating general characteristics and guidelines of psychobehavioral supervision as practiced in various settings with large numbers of counselors. Perhaps through such descriptive investigation it will be possible to refine the psychobehavioral approach and locate targets for empirical study.

For the last two years the senior author has been involved in the training of counseling supervisors within the Counselor Education Department, School of Education, University of Virginia (Boyd, 1973). As dozens of supervisors have implemented methodology from the psychotherapeutic and behavioral approaches, an integrative three-stage process has emerged. The model presented here represents the ideal of that process, based upon five basic propositions.

Propositions: Psychobehavioral Supervision

I. The goals of psychotherapeutic and behavioral supervision are compatible and may be reciprocally beneficial.

Psychotherapeutic supervision is directed at self awareness of inter- and intrapersonal dynamics as these are experienced in the counselor's relationships with the client and supervisor. The rationale for this awareness goal is that it will facilitate the counselor's personal adjustment, a prerequisite for competent counseling performance. Behavioral supervision is directed at the skills (behaviors) of counseling; it utilizes psychological learning theory to help the counselor learn desirable counseling skills and to extinguish or reduce counselor behavior which interferes with competent counseling.

Awareness of dynamics is a goal that is compatible with behavior change. Many theoreticians posit that dynamic awareness is a desirable process goal that facilitates behavior change. Moreover, when dynamics are operationally defined as covert sensory reactions to stimuli, and when they are identified as covert antecedents for overt counseling behavior, the whole topic of psychotherapeutic supervision merges with that of behavioral analysis.

II. The methodology of psychotherapeutic and behavioral supervision can be integrated.

Supervision activities of the psychotherapeutic approach consist of examining and discussing the dynamics which the counselor experiences in counseling and supervision. Emphasis is on discovering dynamics, finding their antecedents, and identifying their consequence (usually counselor behavior toward the client). The personalistic meanings which the counselor attributes to the stimuli encountered in counseling are explored.

This is the same kind of activity involved in the behavioral assessment that should take place as the behavioral supervisor explores the counselor's undesirable counseling behavior. "Assessing the

acquired meaning of stimuli is the core of social behavior assessment ... [Mischel, 1968, p. 190]." It would seem then that the activity of psychotherapeutic and behavioral supervision is quite similar, but that the intended effect is different. In the former, insight is the goal, and in the latter it is the gathering of data necessary for constructing behavioral change strategies. With only slight modification of technique, a supervision session could both impart insight and gather behavioral data.

III. Psychobehavioral supervision is personalistic.

An important characteristic of the psychobehavioral approach is its personalistic nature. Just as flexibility and versatility are essential ingredients for an effective psychotherapist (Lazarus, 1972), these are also necessary attributes for the psychobehavioral supervisor. He must practice a technical eclecticism, employing an integrative methodology, as well as choosing and implementing singular techniques from the psychotherapeutic and behavioral approaches at certain times. The characteristics of the counselor are a factor which should dictate methodology. The counselor should be offered a form of supervision which is uniquely tailored to him.

For example, supervision for an emotionally independent counselor would be different than that for a counselor with strong nurturance and the tendency to identify with client problems. The highly dogmatic counselor may require a different approach than the counselor who is open to experience. Counselors who avoid affect should have supervision to assist them with their avoidance while the affect voyeur must be assisted with the opposite problem.

IV. During the psychobehavioral supervision process the counselor's learning needs change, thus dictating alterations in supervision methodology.

Those supervision techniques and strategies that are appropriate in helping the neophyte face his first few counseling sessions

may not be appropriate during the final stage of a semester- or year-long supervision process. Psychobehavioral supervision should be sensitive to the developmental changes of the counselor , and indeed should focus on such developmental tasks and stages as process goals.

V. Psychobehavioral supervision should facilitate and utilize the counselor's self-development ability.

There are two key factors in counseling supervision which are instrumental, perhaps more than any other factors, in the success or failure of supervision. The supervisor's performance is one factor, and the manner in which the counselor reacts to supervision is the other. The supervisor is totally responsible for his performance, and is partially responsible for the counselor's reaction. This partial responsibility refers to the supervisor's elicitation and reinforcement of counselor self-development. It is posited here that supervision should maximally facilitate and utilize the responsible self-development (Arnold, 1962) of the counselor.

Psychobehavioral Supervision Process

Initial Stage

The initial stage of supervision is a time (pre-practicum and the beginning of a practicum course) when trainees are preparing for and conducting their furst few counseling sessions. It is a stage when the counselor-trainee is anxious and unsure of himself.

Psychotherapeutic Methodology	Behavioral Methodology
1. Self-development interview with the supervisor before counseling practice begins.	1. Self-appraisal of counseling sessions.
2. Within a counseling-like interaction assist the counselor to explore the reactions and anxieties of his "first" attempts at counseling.	2. Global discrimination by the supervisor.
3. Interpersonal Process Recall--focus on interpersonal dynamics.	3. Extensive use of operant reinforcement, support, and encouragement.
	4. Referral to modeling tapes, structured exercises, etc. for self-improvement of skills.

Intermediate Stage

This stage represents the middle month to six weeks of the practicum course. The counselor has completed the initial stage of supervision. He is aware of his interpersonal behavior with clients, and has dealt with the anxiety of those first few interviews. He has discovered and rectified his obvious skill errors and feels more secure having had firm support from the supervisor. As the counselor enters the intermediate stage of supervision he is ready for a more confrontive treatment.

Psychotherapeutic Methodology

1. Interpersonal Process Recall--focus on intrapersonal dynamics.
2. Within regular supervision sessions, the supervisor and counselor identify the antecedents and consequents of dynamics.
3. Therapeutic feedback from the supervisor.
4. Target troublesome dynamics that reoccur and inhibit counseling.
5. Referral to counseling if appropriate.

Behavioral Methodology

1. The supervisor helps the counselor to become more discriminative in appraisal of his performance.
2. Identification of skill areas that need improvement. Set goals, construct strategies, and begin a self-management plan. Reinforce self-directedness.
3. Active training within supervision may include role playing, modeling, shaping exercises, etc.

Terminal Stage

If the counselor has responded well to the initial and intermediate stages of supervision, his counseling skills should have improved significantly and his awareness of experiencing (self and client's) should be at a high level. This last supervision stage is a capping task that is entered after having been successful at the first two stages.

Psychotherapeutic Methodology

1. Using your experiencing as a therapeutic tool.
2. Objectively assessing interpersonal dynamics and altering these therapeutically.

Behavioral Methodology

1. Refinement of skills.
2. Emphasis on professional judgement in selecting and employing strategies.

Psychotherapeutic Methodology	Behavioral Methodology
3. Developing your own style; less dependent on following guidelines.	3. Successful completion of self-management project.
4. Assess progress in self-development and gain a perspective on future development.	

Summary

A psychobehavioral approach to counseling supervision has proven to be more comprehensive and effective than the exclusionary use of either the psychotherapeutic or behavioral model. It offers a "process" dimension which seems to facilitate the "product" dimension. Supervisees receiving exclusionary supervisory treatments inevitably seek balance, and it is likely that effective supervisors have naturally developed a psychobehavioral style.

Psychobehavioral supervision tends to influence counselors toward a similar approach to counseling, i.e. a technical eclecticism based upon sound professional judgement. But although this is a more comprehensive counseling approach, it is also more demanding. The counselor is required to be competent in a broad repertoire of skills and techniques. Thus it is important to set realistic goals for progress in the practicum and supervision. The master's level counselor cannot attain "omnicompetence;" rather, a fundamental set of psychobehavioral skills, a strong bent toward self-development, and the skills of self-management (Boyd & LaFleur) are realistic and necessary objectives.

References

Arnold, D. L. Counselor education as responsible self-development. Counselor Education and Supervision, 1962, 1, 185-192.

Boyd, J. D. Counselor supervision training. Paper presented at the Counselor Supervision Conference, Counselor Education Department, School of Education, University of Virginia, November 16, 1973.

Boyd, J. D. & LaFleur, N. K. Counseling for self-management. Focus On Guidance, Love Publishing Company, in press, 1974.

Lazarus, A. Behavior therapy and beyond. New York: McGraw Hill, 1971, p. 38.

London, P. The modes and morals of psychotherapy. New York: Holt, Rinehart and Winston, 1964.

Mischel, W. Personality and assessment. New York: Wiley, 1968.

Woody, R. W. Psychobehavioral counseling and therapy. New York: Appleton-Century-Crofts, 1971.